

CELL

CENTER OF EXCELLENCE IN
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

WORK-BASED LEARNING: DEFINITION, TYPES & STRATEGIES

Presenters:

Linsay Osos

Director for CTE Programming
Indiana Commission for
Higher Education

Sam Rourke

Assistant Commissioner for CTE
Indiana Commission for
Higher Education

**INDIANA EARLY
COLLEGE SUMMIT**

WORK-BASED LEARNING

The New Indiana Diploma

CTE Team

June 03, 2026



INDIANA COMMISSION for
HIGHER EDUCATION

CTE STAFF

Sam Rourke – Assistant Commissioner for CTE

Grants Administration and Monitoring

Kathleen Ash,
CTE Grants Administration Manager

Angi Noggle,
CTE Financial Operations Manager

Data and Accountability

Chris Deaton,
Director for CTE Performance and
Accountability

Jedd Vance,
InTERS Specialist

Programming

Linsay Osos
Director for CTE Programming

Mikayla Moore
CTE Program Manager, Career Coaching and
Advising

Miaya Scott
CTE Program Manager, Student Performance

Mitchell Durnil,
CTE Program Manager, Work-Based Learning

DIPLOMA HONORS SEALS

Honor Seals WBL requirements are denoted with **bold orange font**.



HONORS SEAL



- **Complete at least 4 World Language and 6 Social Studies credits**
- **Complete at least 8 Math credits**
 - *Algebra I and Geometry, plus Algebra II and/or any additional math credits aligned to their course of study*
- **Complete at least 6 Science credits**
 - *Biology I and Chemistry, plus Physics or any advanced lab science credits aligned to their course of study*
- **Earn a C or higher in all courses and earn a cumulative B average**
- **Complete one of the following:**
 - *Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams*
 - *Earn 6 college credits*
 - *Score a 1250 on the SAT or a 26 on the ACT*
 - Earn two of the following:
 - At least 3 college credits
 - 2 credits in AP courses and take corresponding exams
 - 2 credits in IB courses and take corresponding exams
 - 2 credits in Cambridge courses and take corresponding exams



- **Complete one of the following:**
 - A market-driven credential of value aligned to a specific occupation
 - 3 courses in a Career Technical Education (CTE) pathway
 - An approved career preparation experience aligned to Indiana's CSA program, or
 - An approved, locally created pathway
- **Complete 150 hours of work-based learning (may include up to 3 experiences that are paid, unpaid, on-site, or simulated)**
- **Demonstrate skill development in Communication, Collaboration, and Work Ethic**
- **Meet attendance goal**
 - **At least 1 school year with no more than 3 days of unexcused absences; or**
 - **At least 150 hours of work-based learning with no more than 3 unexcused absences**



- **Complete one of the following:**
 - Introduction to Public Service course or approved locally-created equivalent
 - Emphasis on developing an awareness of the physical standards and character required for service
 - One year of JROTC in high school
- **Achieve a score of 31 on the ASVAB and complete one of the following:**
 - All three components of the Career Exploration Program
 - A Career Exploration tool approved by IDOE
- **Meet attendance goal**
- **Demonstrate skill development in Communication, Collaboration, and Work Ethic**
 - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

DIPLOMA HONORS+ SEALS

Honor Seals WBL requirements are denoted with **bold orange font**.



Earn the Honors Enrollment Seal, **plus:**

- Earn a Credential of Value* that may include, for example:
 - Associate degree;
 - Technical Certificate;
 - Indiana College Core
- **Complete at least 75 hours of work-based learning (may include up to 3 experiences that are paid, unpaid, on-site, or simulated)**
- **Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic**



Earn the Honors Employment Seal, **plus:**

- A market-driven credential of value that may include, for example:
 - Associate degree;
 - Technical Certificate;
 - Indiana College Core; or
 - An industry certificate
- **Complete additional work-based learning (650 hours in up to 3 experiences) that may include, for example:**
 - Pre-Apprenticeship
 - Youth Apprenticeship (E.g., INCAP)
- **Demonstrate skill development in Communication, Collaboration, and Work Ethic, and any additional skills determined locally**



Earn the Honors Enlistment Seal, **plus:**

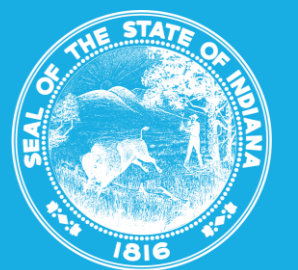
- **Complete one of the following:**
 - Achieve a score of 50 or higher on the ASVAB
 - Enrolled in ROTC at the collegiate level
 - Acceptance to service academy
- **Demonstrate excellence in leadership through one of the following:**
 - Completion of at least 100 hours of public service;
 - Holding a leadership role in a co-extracurricular activity;
 - Completion of two seasons of a team-based physical sport or activity

WORK-BASED LEARNING DEFINITION

Work-based learning (WBL) is defined as **sustained interaction** between participants and **industry professionals** in **real or simulated workplace settings**. These experiences foster **authentic work experience** and develop knowledge, skills, and competencies.

Experiences support participants in career exploration and readiness and are intentionally **aligned and evaluated with course and training competencies**.

WBL requires a written **partnership agreement and plan** between the participant, parent or guardian, school, and employer partner.



WBL MENU KEY GUIDANCE



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- ▶ Each WBL experience must be a minimum of 25 hours
 - ▶ Up to 3 experiences can be used to meet a diploma seal WBL requirement
 - ▶ **Every type of experience can count toward any diploma seal**
- ▶ Experiences can take place outside of school hours, including summer
- ▶ Experiences must include interactions with current industry professionals
- ▶ To count towards a diploma seal requirement, every WBL experience must include a training plan and partnership agreement
- ▶ Guidance on real or simulated experiences, including remote options

NUMBER OF EXPERIENCES



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- ▶ Students can have up to 3 WBL experiences to meet diploma seal hour requirements.
- ▶ If a student does more than 3 experiences, the 3 with the highest number of hours will automatically be counted towards their diploma seal requirement
- ▶ 1 employer = 1 experience
 - ▶ Example: Auto collision student works at the same autobody shop during their junior (Conc. B – 25 hours) and senior year (Capstone – 50 hours). While they are 2 different placements, InTERS will classify this as a single 75-hour experience.

INTERACTING WITH INDUSTRY PROFESSIONALS



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- ▶ Student's must have interactions with industry professionals in some capacity during their WBL experience.
 - ▶ Industry professional = someone currently employed in the related field of the WBL experience
- ▶ Teacher/instructor can be a student's primary supervisor during the experience.
- ▶ If the employer partner is not the student's primary supervisor, the training plan should demonstrate who the industry professional was that the student interacted with during their experience.

TYPES OF WBL EXPERIENCES

**School-Based
Enterprise**

**Workplace
Simulation**

**Student
Entrepreneurial
Experience**

**Employability
Co-Op**

**Industry
Developed
Team Challenge**

**Micro-
Internship**

**Academic
Internship**

**Technical
Internship**

**Modern Youth
Apprenticeship**

**Pre-
Apprenticeship**







**DOL Registered
Apprenticeship**



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SCENARIO 1

Maddie is in an Agriscience Pathway and is heavily involved in her school’s FFA organization. Their chapter will be competing in a livestock competition at the state fair over the summer. Enrollment options for this scenario include (0543) or SAE (5228).







Element	Experience
 Sustained Interaction	Maddie and her FFA chapter spend time during the Spring semester and summer raising their goats, totaling 120 hours of working and being at the state fair.
 Industry Professionals	Maddie and her fellow FFA members are given support/supervision by a local farmer. Their goat is judged by professionals at the state fair.
 Real or Simulated Workplace	Their goat is kept at a local farm where they have the opportunity to feed and take care of their goat.
 Authentic Work	The local farmer handles the primary care and the students only observe.
 Aligned and Evaluated w/ course/training	Their goat is judged by professionals at the state fair and comes in second place*. <i>*there is not a specific place they would have to achieve, as long as they receive positive feedback from judges to exemplify satisfactory evaluation.</i>
 Partnership Agreement and Plan	There is a clear training plan to lay out what the expected learning outcomes are and there is a signed agreement between the school and student.



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SCENARIO 2

Aiden is enrolled in Strategic Marketing (5918)

Element	Experience – Industry Developed Challenge / Embedded WBL
 Sustained Interaction	Aiden and his classmates spend class time using the knowledge and skills learned in their class to prepare a marketing plan for a local business totaling 30 hours.
 Industry Professionals	The instructor brings in a staff member from the local business to explain the marketing need. The local business person visits the class an additional time part way through the project to give feedback on the students' drafted plans.
 Real or Simulated Workplace	Aiden will be completing work at his school by using the same kind of processes and software/equipment used in industry.
 Authentic Work	By the end of the project, Aiden and his classmates will have produced multiple marketing plan options. The local business person returns to the class a final time to hear the final presentations and provide feedback along with the instructor.
 Aligned and Evaluated w/ course/training	The work Aiden and his classmates complete is aligned to course competencies through the required hands-on work.
 Partnership Agreement and Plan	The instructor and businessperson have been friends for 20+ years, so they agree to do this project.

STANDALONE VS EMBEDDED



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- ▶ A **standalone** WBL experience is when a student participates in a WBL experience that is not required as part of a CTE course.
 - ▶ Most common course codes - 0530, 6162, 5974
- ▶ An **embedded** WBL experience is when a student participates in an experience required by the standards of a course in which the student is enrolled.
 - ▶ Example: A student is taking the Healthcare Specialist Capstone course (7255) as a part of the Pre-Nursing/Healthcare Specialist (CNA) Pathway.

WBL REPORTING FIELDS 26-27

Field	Meaning
Employer Partner	Company/Business/Entity who supports the WBL experience.
Employ Start	Start date of WBL Experience.
WBL Placement Site	Location of where the experience takes place.
Employ End	End date of WBL Experience.
Employ Type	Select type from Menu of Experiences and Paid (P) or Unpaid (U).
Expected OTJ Hours	Number of expected hours student will complete during experience.
Supervisor	Person who serves as primary supervisor during the experience.
Intermediary Name	Name of intermediary who facilitates the experience.
SOC Code	Standard Occupational Classification Code that closely relates to the student's WBL experience.
Actual OTJ Hours	The actual number of hours the student has completed at the end of their experience.
Certify Partnership Agreement	Check box to certify that a training plan/partnership agreement is on file.

TRACKING STUDENT WBL HOURS IN DATA EXPLORER

— + Icon Legend —



Both Perkins 5 NLPS All Concentrator




Pathways Courses Grad Pathway Approved Certs SEALS and Experiences GR File Submission History

Menu of Experiences

SEALS

Total Hours Counted Toward Seals: 750

of Eligible Experiences: 1

Qualified SEALS:   

Personalized Elective Credits in Course 0543

Hours Counted for Credit in Course 0543: 750


Available Course 0543 Credit: 10

Hours until Next Personalized Elective Credits in Course 0543: 75

Credits Earned in Work Based Learning

TRACKING STUDENT WBL HOURS IN DATA EXPLORER




Icon Legend



Both Perkins 5 NLPS All Concentrator

Pathways Courses Grad Pathway Approved Certs SEALS and Experiences GR File Submission History

Menu of Experiences

SEALS
Total Hours Counted Toward Seals: 836
of Eligible Experiences: 3
Qualified SEALS:   

Personalized Elective Credits in Course 0543
Hours Counted for Credit in Course 0543: 596
Available Course 0543 Credit: 7
Hours until Next Personalized Elective Credits in Course 0543: 4

Credits Earned in Work Based Learning
Course 0530: 4 Credits Earned

KEY PARTNERSHIP & TRAINING COMPONENTS



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- ▶ Have a comprehensive Partnership Agreement & Training Plan:
 - ▶ A clear articulation of projected **learning outcomes, assessments, and how/where** this learning will occur (at work site, in structured learning component, etc.)
 - ▶ Identification of career pathways aligned with work experience, interests, and demand
 - ▶ Detailed description of **terms and expectations of work experience**, including duration, compensation, and participant expectations
 - ▶ Detailed description of **partner expectations and roles**, including financial investments, supports provided, and staffing requirements

TRAINING PLAN SAMPLE

STUDENT EXPECTATIONS



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- ▶ Behavior, punctuality, attendance, time sheets, etc.
- ▶ Example:
 - ▶ *Be organized, act professionally, and maintain a positive attitude.*
 - ▶ *Be proactive and address concerns/issues and advocate for themselves.*
 - ▶ *Be present at placement during assigned blocks unless attending mandatory in-class meetings at Chesterton High School.*
 - ▶ *Be punctual and leave placement on time.*
 - ▶ *Dress in a manner that is appropriate to the placement.*
 - ▶ *Be responsible and treat confidential information with proper respect and follow all rules and regulation at the placement.*

Sample used with permission of Chesterton High School

TRAINING PLAN SAMPLE

EMPLOYER EXPECTATIONS



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▶ Work tasks, evaluations, time sheet, etc.

▶ Example:

▶ *The placement site expectations:*

- 1. Provide the student with a variety of experiences, training and support that is related to his/her career area of interest and appropriate safety training to his/her job.*
- 2. Verify and sign weekly timesheets for students.*
- 3. Assist in the overall evaluation and assessment of the student once every semester and serve as primary evaluator for the on-the-job skill attainment.*
4. Communicate any concerns regarding the student's placement with the Director/Supervisor prior to considering termination.
5. Release the student from scheduled work when school hours delay his/her arrival at work (i.e. weather-related school delays).

Sample used with permission of Chesterton High School

TRAINING PLAN SAMPLE

PARENT/GUARDIAN EXPECTATIONS



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▶ Example:

1. *Provide encouragement, support, agree to the conditions of the program, and compliance with the rules of the program.*
2. *Grant consent and assume responsibility for your student to complete any pre-employment requirements deemed necessary by the placement site—such as lab work, drug testing, physicals, or other screenings—and for covering any associated costs.*
3. *Encourage your student to proactively communicate questions or concerns directly to the Director/Supervisor.*
4. *Assume responsibility for the conduct and safety of the student to and from the placement site.*

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TRAINING PLAN SAMPLE

SCHOOL EXPECTATIONS



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▶ Example:

▶ *The internship supervisor expectations:*

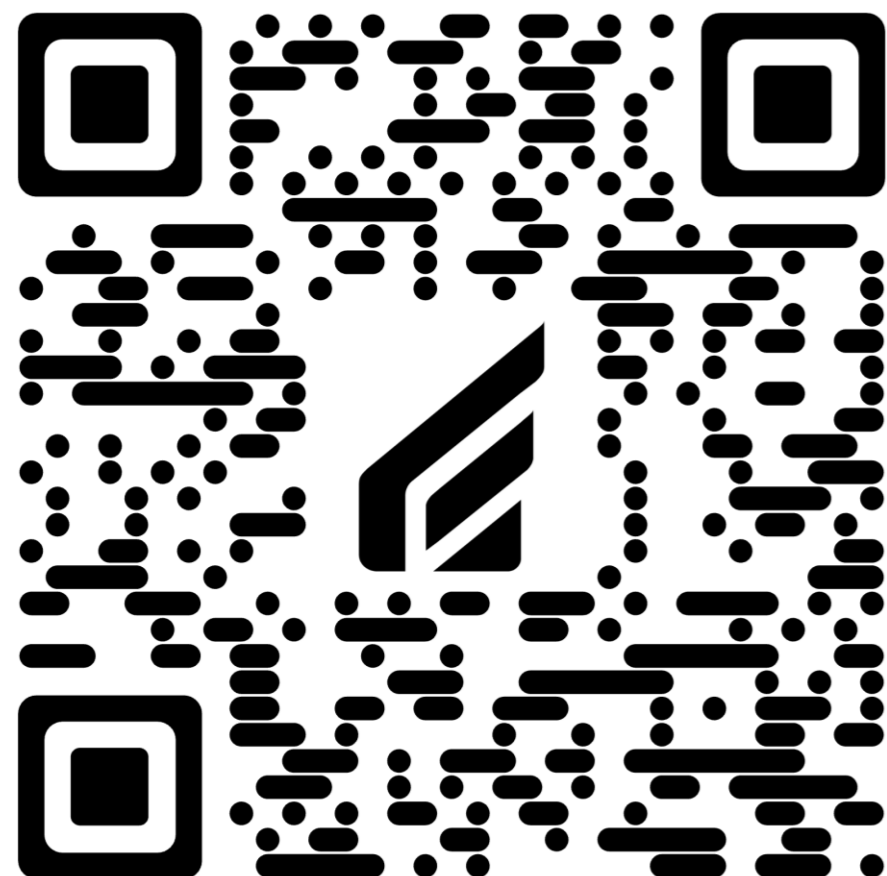
- 1. Periodically visit the student at the training site to discuss student-learning progress.*
- 2. Provide orientation, related instruction, and guidance to the student in regularly scheduled classroom meetings.*
- 3. Serve as a liaison between the student, parent, and placement supervisor.*
- 4. Offer one-on-one sessions with students who **do not** fulfill course requirements.*

Sample used with permission of Chesterton High School

ASCEND SAMPLE

TRAINING PLAN: EMPLOYABILITY SKILLS

Employability Skill	Competency	Task / Activity	Location	Timing	Goal Proficiency Level	Evaluation Method
<i>Transferable skills such as communication, teamwork, and problem-solving that support success in any workplace.</i>	<i>Competencies are a combination of knowledge, skills, and behaviors a person demonstrates to perform effectively in a role or setting.</i>	<i>What activities will the supervisor assign or complete with the student?</i>	<i>Where does learning take place? e.g., classroom or on the job</i>	<i>When will the student begin this task? (Include month and year)</i>	<i>What level should the student reach by the end of this training period? Reference competency levels below.</i>	<i>e.g., Supervisor / Employer Evaluation, Project or Task-Based Assessment, Portfolio, Test, etc.</i>
Workplace Safety and Practices	Maintain confidentiality and integrity.	Complete training and adhere to company policies when discussing confidential client information.	On the job site	September 2026	Proficient	Supervisor/ Employer Evaluation



Skills Resources

- ▶ IDOE Updated Employability Skills
- ▶ [Communication, Collaboration, & Work Ethic Skills](#)
- ▶ Cooperative Education (6162) [course competencies](#)

Proficiency Definitions

- **Novice:** Requires regular guidance and support to complete tasks
- **Developing:** Able to complete tasks with some guidance or coaching
- **Proficient:** Completes tasks independently and demonstrates consistent skill, though feedback still strengthens growth

0543 COURSE CODE



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- ▶ 0543 is a non-credit course. The course can still be utilized for tracking Box 2 completion for Graduation Pathways.
- ▶ For the new diploma, hours within 0543 can receive a credit towards personalized electives if required WBL hours are present
- ▶ A student is eligible for a credit in 0543 by completing 75 hours of WBL.
- ▶ To report a credit within 0543 through IDOE's Data Exchange system:
 - ▶ Hours must have been previously reported in InTERS
 - ▶ Hours previously submitted in InTERS will show as available Personalized Elective Credits in the CTE Data Explorer

CTE RESOURCES

- ▶ [NLPS Review Document](#)
- ▶ [CTE Programs](#)
- ▶ [Credential Alignment](#)
- ▶ [Credentials of Value list](#)
- ▶ [CTE Course Eligibility](#)
 - ▶ [CTD Companion Document](#)
- ▶ [WBL Menu of Experiences](#)
- ▶ [Secondary WBL Reporting Guidance](#)
- ▶ [WBL Import Template](#)



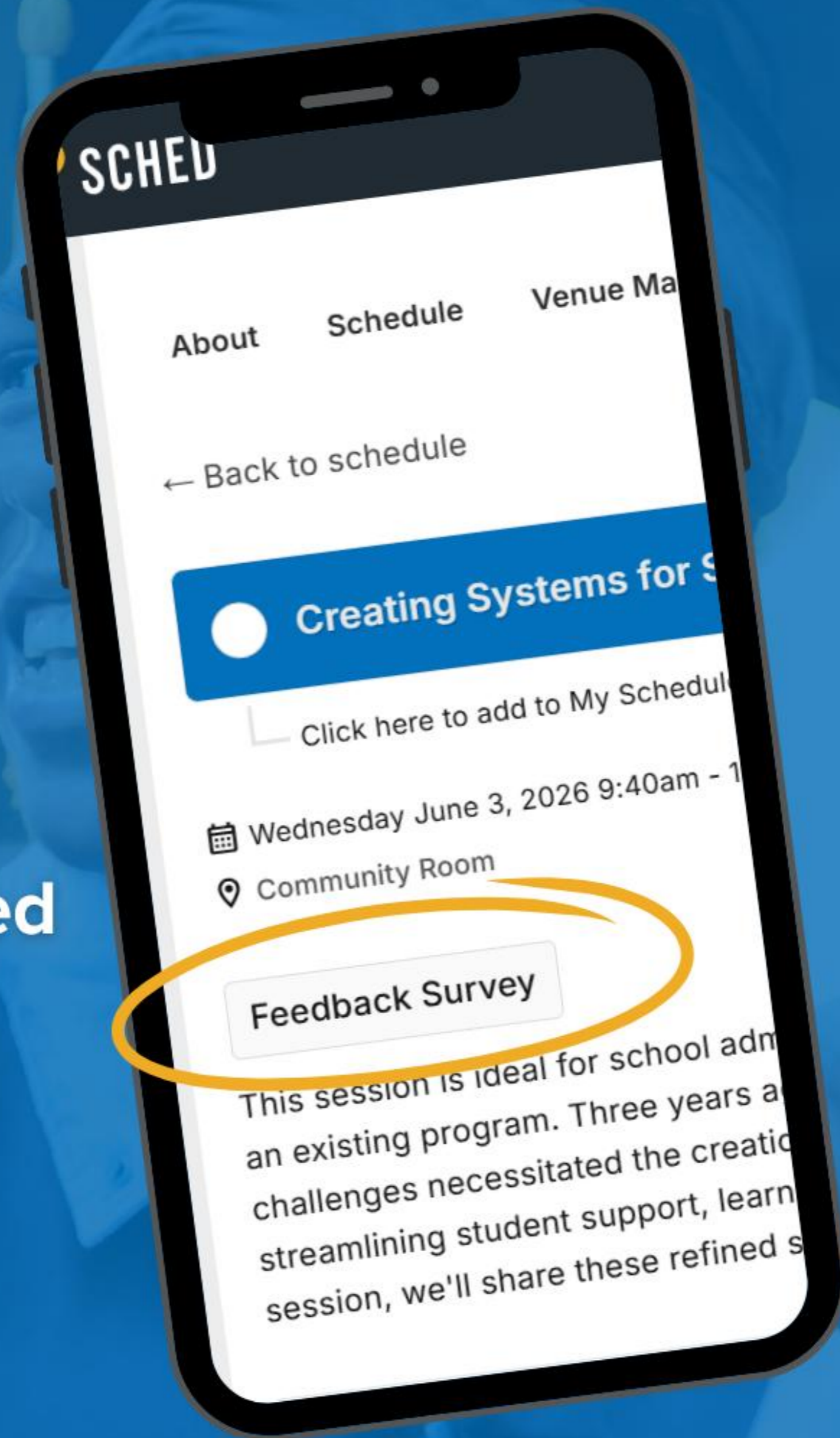
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SURVEY REMINDER

Please complete a survey in Sched for each session you attend.



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CONTACT INFORMATION

CTE General Inbox

cte@che.in.gov



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